



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
<b>EDLD 5364</b>	<b>Teaching with Technology</b>	<b>12 Hours</b>

Description of the Assignment/Performance Tasks (see Appendix I)	As campus professional development activity, create a wiki-based study group with 8 teachers leading and support teachers who analyze data related to student learning , create a lesson using Universal Design for Learning at the CAST Lesson Building at <a href="http://lessonbuilder.cast.org/">http://lessonbuilder.cast.org/</a> , create a sample electronic book to share with your learning team members. Lastly, add a team reflection to your Google site about the process of creating an electronic book.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li> <li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li> <li>3. How did the relationship between the</li> </ol>	<p>The EDLD 5364 course gave me the opportunity to collaborate with a great team in order to solve the course-embedded scenario. Over ten years ago, John Schacter analyzed results from a multitude of studies that indicated, “students were positively impacted, especially in their performance on student achievement tests, when they had access to computer aided instruction, integrated learning systems technology, higher-order thinking simulations/software, collaborative networks, or programming/design technologies” (Schacter, J., 1999). The task in the scenario was to model how technology can positively affect student achievement for diverse learners. We were required to assist a classroom teacher with technology integration that could meet the individual needs of his/her diverse student population.</p> <p>Our team decided to assist an 8th Grade Science teacher with technology integration using 21st</p>

<p>old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</li> <li>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</li> <li>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</li> </ol> <p><b>Lifelong Learning Skills</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</li> <li>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</li> <li>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</li> </ol> <p><b>Additional Criteria</b></p> <ol style="list-style-type: none"> <li>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</li> <li>2. Mechanics (1 Point)</li> <li>3. APA Format (1 Point)</li> <li>4. Minimum of 3 References (1 Point)</li> </ol> <p>(Maximum 25 points)</p>	<p>Century tools. As a team, we created an Action Plan that would assist us with solving the scenario. A few key-points were:</p> <ul style="list-style-type: none"> <li>• We would model how to use Glogster and the individual UDLs contained within our larger unit.</li> <li>• The modeling and professional development stage should occur 2 weeks prior to the teacher implementing this unit.</li> <li>• During these 2 weeks, the teacher would have adequate time to explore the unit and embedded 21st Century tools.</li> <li>• Once the teacher is showing independence in navigating and integrating the 21st Century tools embedded in our UDLs, we would introduce the teacher to other UDL units and glogs.</li> <li>• Once the teacher has completed this unit and is comfortable using glogs and UDL units, we would provide additional professional development that would allow the teacher to make their own glogs and UDL units.</li> </ul> <p>Each group member prepared their own UDL lesson and then posted learning activities, technology products, and eBooks that related to their particular lessons, goals, and objectives. We also included professional development training to each UDL lesson to assure that the teacher would have convenient accessibility to the tools and information needed to address his/her needs for technology integration and professional development. My UDL focused on a pre-assessment for our project and building background knowledge of the rock cycle, weathering, and erosion. I incorporated all my activities and technology products into a <u>Glogster</u>. Additional resources, project ideas, and extensions are listed under the material section on my UDL Lesson Plan. My <u>Rocks Rock UDL Lesson Plan</u> is located on our group Google site. My <u>Tectonics Rockin' eBook</u> is uploaded to the <u>Team eBooks</u> page on our Google site.</p> <p>I learned that linking new information to prior knowledge requires effective communication and collaboration among teachers, students, and others.</p>
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	<p>Our team's collaborative experiences are an epitome of Pitler's statement, "web-enabled collaborative learning has evolved dramatically from its initial use as a simple way for students to look up information together on Web sites" (Pitler, 2007, p.144). The activities and collaboration throughout this project has allowed us to evolve as technology leaders. Throughout this collaborative team project we have used new technologies that gave us the "opportunity to respond to the multifaceted individual differences in our student population by providing more varied media, tools, and methods" (Rose, D., &amp; Meyer, A., 2002, Chapter 1).</p> <p>I look forward to using the <u>UDL Lesson Plan Builder</u> and <u>CAST website</u> to assist my colleagues and students with technology integration. I also see the eBook as a useful teaching aid and I am hoping that the time spent creating the first eBook is not indicative of all eBook time requirements.</p> <p>Pitler, H., Hubbell, E., Kuhn, M., &amp; Malenoski, K. (2007). <i>Using technology with classroom instruction that works</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 139-154.</p> <p>Rose, D., &amp; Meyer, A. (2002). <i>Teaching every student in the digital age: Universal design for learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Available online at the center for applied Special Technology Web site. Chapter 1. Retrieved on October 5, 2009, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a></p> <p>Schacter, J. (1999). <i>The impact of education technology on student achievement: What the most current research has to say</i>. Santa Monica, CA: Milken Exchange on Education Technology, p. 9. Retrieved on October 5, 2009, from <a href="http://www.mff.org/pubs/ME161.pdf">http://www.mff.org/pubs/ME161.pdf</a>.</p>
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